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AUTHOR Cave, Martin; And Others
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ABSTRACT

This book gives an account of the present use and status of performance indicators in British higher education, set against the developing literature and experience of performance indicators in the United States and other countries. The book provides a critical survey of the range of devices being proposed but also points to possible patterns or strategies of use. The first chapter notes how the government of the United Kingdom has changed the assumptions upon which higher education is to be conducted and notes that the introduction of performance indicators forms part of a general shift from academic control over objectives and evaluation to control by the system and its managers. Chapter 2 reviews recent experience in the United Kingdom, the United States, and other countries. Chapters 3 and 4 offer a more technical survey of the components of performance indicators of both teaching and research. The approach relies heavily on a distinction between research and teaching outputs and costs. Chapter 5 reflects on the different models of performance indicators and their modes of application, and proposes how these models might be used by funding bodies and within institutions in the United Kingdom. Includes 138 references. (JDD)

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